Jubilee Academies

Jubilee Westwood

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

By analyzing and understanding the demographic composition of the student body, including age groups, special programs participation, and ethnic/racial diversity, the campus can tailor its school improvement plan to address the unique needs, challenges, and strengths of each student group. Through targeted strategies, inclusive practices, culturally responsive education, and equitable opportunities, the school can promote diversity, equity, and inclusion to create a welcoming and supportive learning environment for all students, fostering academic success, social-emotional growth, and community engagement. The student enrollment distribution is listed as such: Pre-K: 32 students, Kindergarten: 32 students, 1st Grade: 44 students, 2nd Grade: 38 students, 3rd Grade: 37 students, 4th Grade: 44 students, 5th Grade: 35 students, 6th Grade: 24 students, 7th Grade: 24 students, 8th Grade: 20 students. In addition the special population demographic is listed as such: Special Education (SPED) and English as a Second Language (ESL) Programs: SPED: 29 students, ESL: 41 students, Gifted and Talented (GT): 17 students. The economically disadvantage population for Jubilee Westwood is 85%.

Jubilee Westwood has identified the following demographic data for the 26-27 school year:

Enrollment:

- 241 Active Students
- Hispanic: 93%
- Black/African American: 3%
- Asian: .5%
- Hawaiian/Pacific Islander: 0%
- White: 1%
- More than 2 Ethnicities: 1%

Attendance:

- District Goal: 97%
- Average Daily Attendance (ADA): 94.1%
- Weekly attendance incentives for classes with highest ADA for the week
- Monthly attendance incentives. Students who have perfect monthly attendance are eligible for a prize through a campus raffle
- Daily attendance calls
- Meetings set up with all stakeholders when students reach more than 5 absences including attendance contract

Special Programs

- Special Education- Currently serving students on campus
- Services include push-in, resource room, and speech services
- English as a Second Language (ESL)- Currently serving 50 students on campus
- Services include weekly pull out small group sessions, increased services depending on levels

Strengths

The demographic strengths include the consistent implementation of high quality instructional curriculum across all grade levels. The uniformity in curriculum usage enhances continuity in student learning experiences, promotes cohesion in educational delivery, and facilitates a structured academic progression for all students. Teachers exhibit a high level of investment in student success, demonstrating dedication, passion, and commitment to supporting student learning, growth, and well-being. Educators prioritize building positive relationships with students, creating a supportive classroom environment, and fostering a culture of trust, respect, and collaboration. The strong teacher investment contributes to personalized instruction, differentiated support, and individualized feedback to address diverse student needs, learning styles, and academic challenges effectively. Building on these strengths through professional development, collaborative practices, and data-driven decision-making can enhance instructional quality, student outcomes, and school culture, creating a conducive learning environment that empowers students to reach their full potential and thrive academically and socially.

High quality instructional curriculum is used for Emergent Bilingual (EB) students. It offers benchmarks to track progress. Students have a folder to track their own progress. The Gifted and Talented program referral process had a higher participation rate than previous school years.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Jubilee Westwood is not consistently meeting the 96% attendance goal in grades Pre-K through 5th, as evidenced by daily attendance rates below 96% and an increasing number of students approaching or exceeding chronic absenteeism thresholds, resulting in loss of instructional time and gaps in foundational skill development.	Limited parent awareness and urgency regarding attendance expectations, high rates of tardies and early pickups, and inconsistent implementation of attendance monitoring systems. Additionally, there is a lack of timely, data-driven intervention for students identified as at-risk for chronic absenteeism.

★ = Priority

Student Learning

Summary

Multi-Tiered Systems of Support (MTSS) and Special Education (SPED) show student growth from data on their Individual Education Plan (IEP) or MTSS data.
Currently we have MTSS, Special Education (Inclusion, Resources), and Accommodations. These resources help students who are not identified and labeled but are still struggling. Advanced Learning Plans, summer school, small group intervention, Saturday school/camps and after-school tutoring are all implemented supports for struggling students. Data is measured through benchmark testing (for example; DMAC, mclass, MAP). Teachers are monitoring progress every 3 weeks for tier 2 and 3 students.

Student Learning:
Student learning summary 2025-2026
Texas Academic Performance Report (TAPR) 2025 Accountability Rating: Jubilee Westwood - B Rating

Student learning summary 2024-2025
Texas Academic Performance Report (TAPR) 2024 Accountability Rating: Jubilee Westwood - C Rating

Student Learning Summary 2023-2024
Texas Academic Performance Report (TAPR) 2023 Accountability Rating: Jubilee Westwood - D Rating

Student Learning Summary 2022-2023
Texas Academic Performance Report (TAPR) 2023 Accountability Rating: ***Not rated at this time

2021-22 Texas Academic Performance Report (TAPR) 2022 Accountability Rating: C
2022 Special Education Determination Status: Needs Assistance

Jubilee Academies consistently grew in the following areas:

Student Achievement:
JWW 2025-2026 (76)

School Progress:
JWW 2025-2026 (91)

Closing the Gaps:
JWW 2025-2026 (85)

Strengths

Student Learning Strengths:

During the 2025-2026 academic year, we will continue with the implementation of our commitment to High Quality Instructional Materials (HQIM). This year, our focus remains on refining our instructional frameworks, especially in lesson development.

Key initiatives included:

- **Backward Design Approach:** We conducted an in-depth analysis of unit assessments to pinpoint common student misconceptions, identify gaps, understand what teachers should focus on during mastery laps, and implement our practices of teacher implemented time voice and body strategies in the classroom.
- **Teacher Preparation:** Teachers engaged in deep internalization of both unit plans and individual lessons to better support student learning.
- **Pacing Guides and TEKS Integration:** We updated our pacing guides to highlight high-priority Texas Essential Knowledge and Skills (TEKS) and incorporated these standards into unit assessments through a spiral approach. In addition, to applying these skills towards STAAR related multi- response platforms.

These enhancements were aimed at improving instructional quality, addressing student needs more effectively, and creating a more cohesive learning experience.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	JWW is struggling with teacher effectiveness, instructional delivery, and student engagement in 3-5 Math impacting student outcomes and success.	Misalignment between curriculum expectations and STAAR assessment. Limited exposure to STAAR aligned resources prior to CFAs.

★ = Priority

School Processes & Programs

Summary

Our campus has a GEAR up program and the program is run by a GEAR up coordinator. Students are given opportunities to attend virtual college field trips in the classroom. Our campus counselor provides monthly guided lessons during class time. Jubilee Westwood students are given opportunities during the school day to utilize technology to support learning objectives. We provide a free Texas ACE program for students funded by the 21st Century Community Learning Centers (CCLC) grant. This program is created to target at-risk students to provide additional academic, enrichment, tutoring and parent engagement opportunities for students in grades K-5. In the area of curriculum and instruction JWW uses High Quality Instructional Materials as defined by the Texas Education Agency for all core curriculum offerings. Professional Development is held weekly. It is focused on lesson plan internalization, backwards planning, aggressive monitoring, student achievement, data tracking, goal setting and weekly updates. Content team meetings are held weekly and focus on data, reteach plans, variety of instructional strategies and resources and curriculum updates. Grade level team meetings are held weekly and focuses on campus updates, students of concern, average daily attendance and action steps. We have implemented an onboarding program for new teacher orientation. Three days of professional development district wide is offered prior to the beginning of the school year.

The leadership team at Jubilee Westwood is made up of the principal, assistant principal, dean of culture, guidance counselor, and instructional coaches. Instructional coaches conduct weekly meetings to check in, focus on students/ teachers of concern and action steps. Weekly principal meetings are conducted to provide Professional Learning Community collaboration.

Common forms of communication include the use of campus wide chat for updates and expectation, leadership chat for updates and daily priorities and family engagements updates through Parentsquare. JWW provides numerous supports for students some key strategies include:

- Tutoring
- MTSS - Tier 2/ Tier 3
- House Bill 1416 implementation
- ESL(English Second Language)
- Dyslexia Services
- Gifted/ Talented Services
- Special Education Services
- Texas ACE program
- Health services
- Guidance lessons bi-weekly
- Gear Up Program

Strengths

There was a strong start with walkthrough feedback and weekly data meetings. GEAR Up has been effective in promoting student achievement and college and career readiness. We have had 1 counselor this school year who has worked closely with students to alleviate anxiety/trauma/stress and deescalate possible misbehaviors. We have a smooth and safe dismissal process using Driveline that is consistently used. The Texas ACE after school program was a success and involved tutoring support, homework support, extra-curricular activities, and engagement events. Project based learning implementation in Elementary is evident in several of the classrooms. There have been more opportunities for students to participate in athletics. The Texas ACE and Destiny Hour after-school programs have retained and grown their staff to manage both programs successfully. The CHEF Program will be implemented in PK-5th during the spring semester.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Jubilee Westwood faces challenges due to ambiguous roles and responsibilities within school processes and programs, leading to inefficiencies, communication breakdowns, task duplication, and a lack of accountability in decision-making.	Absence of clearly defined job descriptions, expectations, and accountability mechanisms for staff members involved in school processes and programs, resulting in role confusion and overlapping responsibilities. - Limited communication channels, feedback loops, and collaboration structures among stakeholders, hindering effective coordination, shared decision-making, and workflow efficiency.

★ = Priority

Perceptions

Summary

Jubilee Westwood is an elementary school that creates an environment of support and unity among its students, staff and families. Jubilee monthly parent meetings (Wolfpack Coffee Club) and special events include all students, families and parents regardless of native language. For the community to have access to all information, Jubilee Westwood provides all communication through the use of bilingual services. Information that is sent to families is included in both English and Spanish. Jubilee Westwood students have opportunities to see the benefits of coming to school on a daily basis through attendance incentives, being involved in special activities within their classrooms and through the progress and success they see in their academic achievement. The benefits of attending school on a daily basis is seen clearly through the strength and connectedness of the student-teacher relationship.

Jubilee Westwood offers a strong sense of community that inspires collaboration. Strong relationships and partnerships with families and local communities have been developed. We provide engaging lessons that promote a diverse learning environment. We have CTE aligned programs like the CHEF program offered to PK-5th grade students. Social-emotional lessons are conducted by certified counselors on a weekly and biweekly session. Values and culture building activities are provided by faculty and staff daily. We provide a committee based collaboration to inspire continuous improvement by identifying campus needs and way to improve the campus. We have developed a program to support the development of well rounded students by offering athletic movement, technology and art. The middle school curriculum includes CTE-aligned lessons in areas such as Technology Applications, Yearbook, Hospitality and Tourism, and Introduction to Culinary. Students benefit from weekly social-emotional lessons led by a certified counselor, as well as culture building lessons conducted by faculty and staff. The school implements culture building lessons daily and holds collaborative meetings to assess campus needs and improvements. We also provide emotional and physical safe spaces, promoting a culture that inspires everyone to do their best. The curriculum is relevant, challenging, and meaningful, adhering to standards-based education. Instruction is differentiated to meet individual needs, with interventions based on each student's level. Students take ownership of their learning and track their progress using data. The school offers a 1:1 student device program, project-based learning, and STEM challenges. Specials and electives, including Athletic Movement, Art, Band, Technology, and Theater Arts, help develop well-rounded students.

Jubilee Westwood support teachers by providing consistent coaching and feedback using the coaching cycle that includes:

a) Daily walkthroughs

b) Instructional rounds

c) Weekly observation feedback meeting with each teacher. Action step will be given with follow-up observation.

d) Weekly data meeting to identify misconception, root cause, and re-teach plan

e) Weekly lesson internalization meetings

f) Social-emotional learning

g) Mentor/mentee program where veteran teachers are paired up with first year/new-to-Jubilee teachers to provide additional support in lesson planning/delivery and classroom management

We offer instructional support and collaboration through:

a) Reading Academies (K-3rd)

b) District-wide PD breakout sessions and conferences (instructional sessions to include Fine Arts)

c) Walk-throughs and observation feedback, lesson internalization, and on the spot feedback

We ensure equitable access to rigorous on-standard curriculum for all students by:

a) Planning and implementing the curriculum grade-level content standards

b) Engaging in collaborative analysis of student work to assess mastery of the standards

c) Providing accelerated instruction to promote achievement at Meets/Masters

d) Creating differentiated re-teach plans according to current data

e) Implementing DOK questions into weekly lessons for every subject

We differentiate instruction to meet learning needs of each student and/or student populations in the following ways:

a) Analyze data to identify misconceptions and areas of growth from PK-5th

b) Implement small-group, targeted, flexible organization of instruction

c) Engage and question students at a level that challenges each student (including higher-performing students) during whole-class instruction

d) Use individual student data to target instruction of specific standards and skills for each student

We employ consistent instructional delivery across classrooms, grade levels and student groups in the following ways:

a) Provide evidence of rigorous, on-standard curriculum by providing lesson plans with those standards

b) Practice lesson plan delivery prior to direct first teach

We provide consistency of instruction in the following ways:

a) Follow scope and sequence

b) Complete lesson internalization process

We use timely formative assessment data to drive instructional improvement in Math, Reading, Writing, Social Studies, and Science in the following ways:

a) School-developed standards-based benchmark assessments were created this year and data used from the database will offer consistent progress assessments when vertical and horizontal alignment is refined.

b) Implementation and progress monitoring of daily exit tickets for each subject area

c) MAP testing focused on student growth

d) Weekly formative assessments

e) Curriculum assessments

At Jubilee Westwood we promote a positive culture in the following ways:

a) Continue positive interactive practices that engage students and produce relevance for students

b) Utilize knowledge of student's culture and linguistic patterns to develop lessons that include ELPS objectives

c) Incorporate culturally relevant literature to support students' conceptual development (thematic study and comprehension)

d) Utilize engagement protocols to increase students' active participation

We provide the following Arts and Clubs for students:

a) Theater Arts

b) K-5 Music

c) Culinary Arts (CHEF Program)

d) Gardening

Opportunities for Family Engagement/Community Involvement include:

a) Wolfpack Coffee Clubs

b) Bi-weekly/weekly family engagement webinars

c) Campus-wide events

d) Award assemblies

e) DDV Family Program

f) Community partnerships - CHEF Program, Junior Achievement

g) College and career connections

Avenues of Communication include but are not limited to social media, telecommunication notices, weekly newsletters, anonymous alerts system, monthly campus calendar, positive parent communication logs, Google classroom, and teacher phone calls

Strengths

Jubilee Westwood has a positive and strong culture where effective communication is practiced daily. There is a sense of community between all stakeholders. Jubilee Westwood had a strong start of the coaching cycle to incorporate weekly walkthroughs with feedback, weekly data meetings, and lesson internalization. Jubilee Westwood develops the whole child and meets individual academic and social emotional needs. There is a high level of collaboration and participation that focuses on achievement, engagement, and college and career readiness. Jubilee Westwood offers exposure to the culinary field in preparation for students to continue in culinary program at Jubilee Lakeview. Jubilee Westwood implements Determined Destiny Culture with fidelity in the elementary classrooms.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	JWW is experiencing limited growth in Emergent Bilingual students' language literacy skills, particularly in reading and writing domains, as evidenced by TELPAS performance and classroom assessment data.	Inconsistent use of targeted language development interventions during designated intervention blocks, lack of systematic progress monitoring using tools like Summit K-12, and limited alignment between TELPAS goals and daily instructional practice.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	JWW is experiencing limited growth in Emergent Bilingual students' language literacy skills, particularly in reading and writing domains, as evidenced by TELPAS performance and classroom assessment data.	Inconsistent use of targeted language development interventions during designated intervention blocks, lack of systematic progress monitoring using tools like Summit K-12, and limited alignment between TELPAS goals and daily instructional practice.
2 ★	JWW is struggling with teacher effectiveness, instructional delivery, and student engagement in 3-5 Math impacting student outcomes and success.	Misalignment between curriculum expectations and STAAR assessment. Limited exposure to STAAR aligned resources prior to CFAs.

★ = Priority

Goals

Goal 1 Jubilee Academies will recruit, retain, and support the most qualified and effective staff.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By the end of the academic year, Jubilee Westwood will achieve a 90% retention rate of experienced teachers by mid year evaluation.

Evaluation Data Source: Mid year teacher evaluation, teacher surveys, teacher feedback, mid year teacher retention assessment

Strategy 1

Jubilee Westwood will provide professional development and coaching to faculty, staff, and administrators to build capacity and increase proficiency rating on designated rubric.

Strategy's Expected Result/Impact: Increase proficiency rating on Teacher rubric, Jubilee Excellence

Staff Responsible for Monitoring: Teacher/Admin

Funding Sources: Teacher capacity training FSP 420-PIC 11 Regular Allotment, $5,000, Materials FSP 420-PIC 11 Regular Allotment, $8,000, HQIM Training FSP 420-PIC 11 Regular Allotment, $15,000, Teacher Stipends FSP 420-PIC 11 Regular Allotment, $15,000, PD snacks FSP 420-PIC 11 Regular Allotment, $1,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Jubilee Westwood will provide a mentorship program for 100% of new teachers to enhance classroom management and instructional practices in the classroom.

Strategy's Expected Result/Impact: Enhance classroom management and instructional practices in the classroom.

Staff Responsible for Monitoring: Teachers/Admin

Funding Sources: Mentor Stipends 211 - Title I, Part A, $5,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Jubilee Westwood will establish a positive school culture that values and recognizes teacher's contributions.

Strategy's Expected Result/Impact: Establish positive school culture.

Staff Responsible for Monitoring: Staff, Teachers, Admin

Funding Sources: Staff Appreciation Items FSP 420-PIC 11 Regular Allotment, $1,000, Stipends 211 - Title I, Part A, $70,000, Staff T-shirts FSP 420-PIC 11 Regular Allotment, $1,500, Workroom Supplies FSP 420-PIC 11 Regular Allotment, $2,000

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Goal 2

Jubilee Academies will create high performing schools and connect all students to career and college pathways. "Believe in more. Expect more. Achieve more."

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

By the end of the academic year, Jubilee Westwood will strive to achieve at least a C rating.

Evaluation Data Source: TAPR, RTI assessments, quarterly district assessments

Strategy 1

☑ **Targeted Support Strategy**

Provide differentiated instruction and support for students who are below proficiency in core academic areas.

Strategy's Expected Result/Impact: Improve proficiency level in core content areas through differentiated instruction.

Staff Responsible for Monitoring: Teachers/Admin

Funding Sources: Stipends FSP 420-PIC 11 Regular Allotment, $2,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

☑ **Targeted Support Strategy**

Implement response to Intervention (RTI) strategies to identify and address learning gaps early on in the school year.

Strategy's Expected Result/Impact: Identify and address learning gaps in September/October of academic school year.

Staff Responsible for Monitoring: Teachers/Admin

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Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Jubilee Westwood will consistently review student data and demonstrate measurable improvement in student academic achievement in core subjects, with a focus on reaching proficiency levels aligned with state standards.

Evaluation Data Source: weekly data meeting outcomes
team meeting discussions
Student data analysis

Strategy 1

Conduct regular assessments to track student progress and identify areas for improvement.

Strategy's Expected Result/Impact: Improve student achievement

Staff Responsible for Monitoring: Teachers/Admin

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Strategy 2

Analyze data to inform instructional decisions, intervention strategies, and resource allocation.

Strategy's Expected Result/Impact: Determine intervention strategies and instructional decisions by data analysis.

Staff Responsible for Monitoring: Teachers/Admin

Funding Sources: Materials FSP 420-PIC 11 Regular Allotment, $4,000, PD Leaders FSP 420-PIC 11 Regular Allotment, $4,000, PD Teachers FSP 420-PIC 11 Regular Allotment, $8,000

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Use formative and summative assessments to monitor student growth and adjust teaching practices accordingly.

Strategy's Expected Result/Impact: Improved student growth through formative/Summative Assessments

Staff Responsible for Monitoring: Teachers/Admin

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Performance Objective 3 ☑ High Priority

By the end of the academic year, Jubilee Westwood will retain 95% of the students from beginning of the year enrollment to end of year.

Evaluation Data Source: Parent surveys, school mint

Strategy 1

Establish consistent family communication systems (calls, texts, meetings) for at-risk or priority students.

Strategy's Expected Result/Impact: Improved student retention and persistence.

Staff Responsible for Monitoring: Grade level leaders, admin team, teachers

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Performance Objective 4 ☑ High Priority ☑ HB3 Goal

Increase overall MAP EOY proficiency by raising "Meets" scores 20% across all subgroups, with focused growth targets for At-Risk, Economically Disadvantaged, English Learners, Students with Disabilities, and 504 plan students by the end of the year.

Evaluation Data Source: MAP Proficiency growth, Instructional practices, progress monitoring

Strategy 1

Conduct weekly data meetings to analyze MAP interim and classroom assessment data and Identify and track priority students by subgroup using data trackers

Strategy's Expected Result/Impact: Improve meets scores by 20% across all subgroups

Staff Responsible for Monitoring: teachers, grade team leads, admin

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Goal 3

Jubilee Westwood will build a strong foundation of academic skills in reading, math, science and social studies. "Know every learner. Teach with intention. Intervene with impact."

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

JWW will increase academic rigor across all grade levels by raising Reading "Meets" proficiency on state assessments from 34% to 42% meeting expectations. Increase academic rigor across all grade levels by raising Math proficiency on state assessments from 34% to 40%

Evaluation Data Source: STAAR, formative and summative assessments/ benchmarks/BOY, MOY, EOY

Strategy 1

Connect learning objectives across reading, math, science, and social studies to promote interdisciplinary understanding and application of skills.

Strategy's Expected Result/Impact: Implement interdisciplinary understanding

Staff Responsible for Monitoring: Teachers/Admin

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Strategy 2

Incorporate real-world contexts and hands on experiences to deepen student comprehension and foster a love for learning.

Strategy's Expected Result/Impact: Improve student comprehension

Staff Responsible for Monitoring: Teacher/Admin

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Strategy 3

Align curriculum with grade level standards and instructional goals to ensure comprehensive coverage of academic content areas.

Strategy's Expected Result/Impact: Aligned core content with state standards and TEKS.

Staff Responsible for Monitoring: Teachers/Admin

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Performance Objective 2

Monitor student progress regularly through formative assessments and adjust instruction to address areas of weakness and enhance skill development.

Evaluation Data Source: Formative assessments

Strategy 1

Administer regular formative assessments to evaluate student progress and identify areas for targeted intervention and support.

Strategy's Expected Result/Impact: Consistently evaluate student progress.

Staff Responsible for Monitoring: Teachers/Admin

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Strategy 2

Use assessment data to inform instructional planning, differentiate instruction, and monitor student growth over time.

Strategy's Expected Result/Impact: Identify gaps, areas of growth to monitor student growth and adjust instruction accordingly.

Staff Responsible for Monitoring: Teachers/Direct Manager/Admin

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Strategy 3

Engage teachers in data analysis discussions to collaboratively identify best practices and strategies for improving student achievement.

Strategy's Expected Result/Impact: Attend WDM with direct manager to identify misconception and improve student outcomes.

Staff Responsible for Monitoring: Teachers/Direct manager/Admin

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Performance Objective 3

JWW teachers will participate in consistent coaching feedback meetings with direct manager to receive feedback on TEK aligned lesson planning, student progress, and aggressive monitoring.

Evaluation Data Source: mclass/BOY/MOY/EOY data collection and progress monitoring, lesson plan, Grow platform

Strategy 1

Teachers submit TEK aligned lesson plans and receive consistent feedback on a weekly basis by direct manager.

Strategy's Expected Result/Impact: Teachers consistently submitting TEK aligned lesson plans on a weekly basis

Staff Responsible for Monitoring: Teacher/direct manager/Admin

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Strategy 2

Teachers consistently implement aggressive monitoring during every class period and continue receiving coaching by direct manager during observation feedback meetings until mastered.

Strategy's Expected Result/Impact: Teacher mastery on steps of implementing aggressive monitoring in each class.

Staff Responsible for Monitoring: Direct manager/Admin

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Goal 4

Jubilee Academies will provide a safe and secure environment focused on the physical and mental well being of both students and staff to support student success. "Reach them, keep them, see them succeed."

Performance Objective 1 ☑ High Priority

Jubliee Westwood will reduce discipline referrals by 5% by increasing restorative practices with students and modeled by staff and will also increase attendance incentives for both students and staff by 3%

Evaluation Data Source: Attendance logs and Ascender discipline reports

Strategy 1

Train staff members on restorative practices to resolve conflicts and address behavioral issues in a constructive manner.

Strategy's Expected Result/Impact: Building restorative practices to address behavioral issues.

Staff Responsible for Monitoring: Teachers, admin, staff

Funding Sources: Materials FSP 420-PIC 11 Regular Allotment, $500, Training FSP 420-PIC 11 Regular Allotment, $1,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Provide ongoing professional development opportunities for staff to build restorative competencies and enhance their ability to effectively implement restorative practices.

Strategy's Expected Result/Impact: Build restorative practice skills for teachers.

Staff Responsible for Monitoring: Admin, teachers

Funding Sources: Professional Development Teachers FSP 420-PIC 11 Regular Allotment, $10,300

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Develop a comprehensive attendance incentive program that rewards students for consistent attendance, punctuality, and participation in school activities.

Strategy's Expected Result/Impact: Comprehensive attendance plan that increases attendance.

Staff Responsible for Monitoring: Admin, staff, teachers, parents, and guardians.

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Strategy 4

Collaborate with community partners to provide additional rewards or opportunities for students who demonstrate improved attendance and engagement in school.

Strategy's Expected Result/Impact: Improve attendance and engagement for all students

Staff Responsible for Monitoring: Admin, teachers, staff, parents, guardians

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Strategy 5

Provide opportunities for Parent engagement

Strategy's Expected Result/Impact: Increase parent engagement and student achievement

Staff Responsible for Monitoring: Principal

Funding Sources: Snacks FSP 420-PIC 11 Regular Allotment, $2,000, materials and Decorations 211 - Title I, Part A, $3,000

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Performance Objective 2 ☑ High Priority

Monitor daily attendance and address chronic absenteeism using targeted interventions to increase attendance rates from 93% to 96%

Evaluation Data Source: Attendance tracker, attendance incentives, intervention tracker

Strategy 1

Identify and track chronically absent and at-risk students (missing 10% or more of instructional days) and establish a priority student attendance list reviewed weekly by campus leadership.

Strategy's Expected Result/Impact: Increase attendance rates to 95%.

Staff Responsible for Monitoring: Grade team leaders, teachers, and admin.

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Funding Summary

Funding Summary

FSP 420-PIC 11 Regular Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher capacity training	--	$5,000.00
1	1	1	Materials	--	$8,000.00
1	1	1	HQIM Training	--	$15,000.00
1	1	1	Teacher Stipends	--	$15,000.00
1	1	1	PD snacks	--	$1,000.00
1	1	3	Staff Appreciation Items	--	$1,000.00
1	1	3	Staff T-shirts	--	$1,500.00
1	1	3	Workroom Supplies	--	$2,000.00
2	1	1	Stipends	--	$2,000.00
2	2	2	Materials	--	$4,000.00
2	2	2	PD Leaders	--	$4,000.00
2	2	2	PD Teachers	--	$8,000.00
4	1	1	Materials	--	$500.00
4	1	1	Training	--	$1,000.00
4	1	2	Professional Development Teachers	--	$10,300.00
4	1	5	Snacks	--	$2,000.00
				Sub-Total	$80,300.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$80,300.00**

FSP 420-PIC 21 Gifted and Talented (G/T)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

FSP 420-PIC 22 State Career & Technical Ed (CTE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

FSP 420-PIC 23 State Special Education (SpEd)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

FSP 420-PIC 25 State Bilingual/ESL

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

FSP 420-PIC 30 State Comp Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

FSP 420-PIC 36 Early Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

FSP 420-PIC 37 Dyslexia

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

FSP 420-PIC 38 CCMR Outcomes Bonus

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

FSP 420-PIC 91 ATHLETIC

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

FSP 420-PIC 99 Undistributed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

211 - Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Mentor Stipends	--	$5,000.00
1	1	3	Stipends	--	$70,000.00
4	1	5	materials and Decorations	--	$3,000.00
				Sub-Total	$78,000.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$78,000.00**

What is a Family-School Compact?

A Family-School Compact is an agreement that parents, students, and teachers develop together explaining how families and school will work together to promote student achievement.

Our Mission

Jubilee Westwood's administration and faculty believe in family first while keeping their teaching competencies always on sight. Administrators work closely with our outstanding educators using proven teaching methods to develop innovative and effective ways to help educate the whole child. As with all of our Jubilee schools, we focus on leadership, character building, and both academic and athletic excellence.

Determined Destiny Values

JOY
UNDERSTANDING
BALANCE
INTEGRITY
LEADERSHIP
EMPOWERMENT
EXCELLENCE

JUBILEE ACADEMIES
Building Strong Leaders

JUBILEE WESTWOOD

Pre-K - 8th Grade
2026-2027
Family-School Compact

Tiffany Marshall, Principal
tiffany.odom@jubileeacademic.org

Ashley Learned, Assistant Principal
ashley.learned@jubileeacademic.org

8038 Military Dr W,
San Antonio, TX 78227
(210) 963-3930
www.jubileeacademies.org/jubilee-westwood

Teachers: Language Arts

English Language Arts (ELA) teachers play a vital role in developing students' literacy skills, critical thinking, and communication abilities. Here are some effective strategies they will use to ensure student learning:

1. Differentiated Instruction - Differentiated instruction involves tailoring teaching methods to meet the diverse needs of students.

2. Integrating Technology - Technology to enhance learning and engagement in ELA classes.

3. Fostering a Reading Culture - Encourage a love for reading.

4. Developing Writing Skills - Help students improve their writing capabilities with these strategies.

5. Encouraging Critical Thinking - Critical thinking is crucial in ELA.

6. Building Vocabulary - Expanding vocabulary helps students with comprehension and expression.

7. Formative Assessment - Use formative assessments to monitor progress and guide instruction.

By implementing these strategies, ELA teachers can create a dynamic and effective learning environment that caters to the diverse needs of their students, fostering both academic success and a lifelong love for reading and writing.

Teachers: Math

Math teachers play a crucial role in facilitating student understanding and engagement with mathematical concepts. Here are some effective strategies they will use to ensure student learning:

1. Create a Supportive Environment - Foster a classroom atmosphere where students feel safe to ask questions, make mistakes, and express their thoughts.

2. Use Diverse Teaching Methods - Incorporate a variety of teaching techniques to cater to different learning styles.

3. Assess Understanding Regularly - Conduct regular assessments through quizzes, homework, and class discussions to gauge students' understanding of the material.

4. Provide Clear Explanations and Examples - Break down complex concepts into simpler parts and use real-world examples to make them relatable.

5. Encourage Problem-Solving and Critical Thinking - Encourage students to approach problems methodically, exploring multiple strategies and solutions.

6. Offer Extra Help and Resources - Provide additional support for students who need it, whether through after-school tutoring, study groups, or recommending online resources.

By implementing these strategies, math teachers can create a dynamic and inclusive learning environment that supports all students in mastering mathematical concepts.what can math teachers do to ensure students are learning.

Students:

-Will immediately report any form of bullying activity to any adult figure in the area, include cyber-bullying. This includes any bullying activity I may be witness to. Report information immediately.
-Will follow and adhere to all school protocols.
-Will commit to using my full name and be respectful to my teachers and peers during instruction.
-Will keep the Chromebook in good and working condition.
-Will be on time and engaged.
-Will communicate regularly with my family and teachers about my progress in school.
-Will attend tutoring as needed.

Families:

-Will read with my child at least 15 minutes every day.
-Will attend monthly community events provided by the school.
-Will monitor child's weekly progress in school through family access and contacting teachers, counselor, or administrator.
-Will respect the school, staff, students, and families and behave in an appropriate manner as not to offend others.
-I will send my child to school before 7:50 a.m. My child will be considered tardy after this time.
-I will send a note to school if my child is absent. I will have only five days to turn the note in after my child comes back to school.

Ley Cada Estudiante Triunfa (ESSA)
Políticade participaciónde padres y familias
2026-2027

Para apoyar el fortalecimiento del rendimiento estudiantil, Jubilee Westwood recibe fondos del Título1, Parte A y por lo tanto debe 1.) desarrollar conjuntamente con 2.) acordar y 3.) distribuir a los padres y familiares de los niñosparticipantes un documento escrito para padres y política de participaciónfamiliar.

La polítca de participació de padres y familias debe contener la informació requerida por la Secció 1116 de la Ley Cada Estudiante Triunfa (ESSA). Se notificará a los padres sobre la polítca en un formato uniforme y comprensible y, en la medida de lo posible, en un idioma que los padres puedan comprender. Dicha polítca se pondrá a disposició de la comunidad local y se actualizará periódicamente para satisfacer las necesidades cambiantes de los padres y la escuela. La polítca establece las expectativas de la escuela para los padres y las actividades de participaciónfamiliar.

Jubilee Westwood entiende que la participaciónde los padres y las familias significa la participaciónde los padres y las familias en una comunicaciónregular, bidireccional y significativa que involucra el aprendizaje académicode los estudiantes y otras actividades escolares, que incluyen:

- Los padres y las familias desempeñan un papel integral en ayudar al aprendizaje de sus hijos.
- Se anima a los padres y las familias a participar activamente en la educación de sus hijos en la escuela.
- Los padres y las familias son socios plenos en la educación de sus hijos y están incluidos, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos.

Jubilee Westwood acepta implementar los siguientes requisitos segúlo descrito en la Sección 1116 de ESSA.

A. REUNIONES ANUALES DE TÍTULO 1:

Jubilee Westwood tomará las siguientes medidas para llevar a cabo una reunióanual, en un momento conveniente, y alentaré invitará a todos los padres a asistir. Durante estas reuniones informaremos a los padres sobre el programa Título1 de la escuela, la naturaleza del programa Título1, los requisitos de los padres, la políticade participaciónde los padres de la escuela, el plan escolar y el pacto entre la escuela y los padres.

Jubilee Westwood llevará a cabo su reunióanual de Título1 al comienzo del añescolar para informar a los padres sobre los requisitos del Título1 y la participaciónde la escuela, asícomo el derecho de los padres a participar.

B. NÚMERO FLEXIBLE DE REUNIONES

Jubilee Westwood ofrecerá una cantidad flexible de reuniones de participación en horarios convenientes para las familias, como reuniones por la mañana y por la noche.

C. DESARROLLO CONJUNTO

Jubilee Westwood tomará las siguientes acciones para involucrar a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas bajo el Título 1, Parte A. Así como en la planificación, revisión y mejora de la escuela para padres. y la política de participación familiar y el desarrollo conjunto del plan del programa escolar, incluido el Plan de mejora del campus (CIP) y la Evaluación integral de necesidades del campus (CNA).

- *Al comienzo del año escolar, nos reuniremos con los padres y otras partes interesadas para brindarles información sobre el Plan de participación de padres y familias de la escuela y también sobre su derecho de los padres a participar en la planificación y el desarrollo de los planes escolares a través de reuniones y encuestas. y cuestionarios. Si el plan del programa no es satisfactorio para los padres, pueden enviar comentarios sobre el plan al administrador de la escuela. El plan se publicará en el sitio web de la escuela.*

D. COMUNICACIÓN

Jubilee Westwood proporcionará a los padres de los niños participantes información oportuna sobre los programas bajo el Título 1, que incluyen:

a) Descripción y explicación del plan de estudios en uso, incluido el plan de graduación de la escuela secundaria de los estudiantes de octavo grado e información a los padres sobre las clases de Colocación Avanzada (AP) y de inscripción dual (crédito universitario y de escuela secundaria).
b) Formas de evaluación académica utilizadas para medir el progreso de los estudiantes (STAAR y EOC)
c) Niveles de logro de los exigentes estándares académicos estatales
d) Si los padres lo solicitan, habrá oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos y responder a dichas sugerencias tan pronto como sea posible.

La información relacionada con la escuela y los programas para padres, reuniones y otras actividades se enviará a los padres de los niños participantes en un formato comprensible, incluidos formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres comprendan.

La Política de participación de padres y familias estará disponible en el sitio web de nuestra escuela. También se discutirá con los padres durante las conferencias de padres y maestros al comienzo del año escolar. La política se evaluará cada año según la cantidad de participantes, la cantidad de voluntarios y las respuestas a los cuestionarios y/o encuestas de los padres.

Los padres participarán en la planificación, revisión y mejora de la política a través de una revisión anual. Todos los padres tendrán la oportunidad de participar en esta revisión.

E. PROCESO DE DISENSIÓN

Jubilee Westwood enviará cualquier comentario/preocupación a la oficina del Superintendente de Jubilee Academies si el plan

escolar y/o la Política de participación de padres y familias no son satisfactorios para los padres.

F. PACTO DE PADRES DE LA ESCUELA

Jubilee Westwood tomará las siguientes medidas para desarrollar conjuntamente con los padres de los niños participantes un pacto escolar para padres. Esto describe cómo las familias, la escuela, el personal y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y desarrollarán una asociación para ayudar a los niños a alcanzar los altos estándares del estado y cómo se utiliza, revisa y actualiza el plan.
Jubilee Westwood celebrará una reunión anual de padres para revisar y discutir cualquier cambio necesario en el pacto escolar desarrollado conjuntamente. Este pacto describirá cómo todo el personal de la escuela, los padres y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. El pacto describirá no sólo la responsabilidad de la escuela de brindar instrucción y plan de estudios de alta calidad, sino también las responsabilidades de los estudiantes y los padres de cumplir y apoyar el proceso de aprendizaje. El pacto abordará cómo los padres tienen acceso razonable al personal, reciben informes frecuentes sobre su progreso y pueden ser voluntarios y observar en el salón de clases.

G. FOMENTAR LA CAPACIDAD DE LOS PADRES

Jubilee Westwood desarrollará la capacidad de los padres para una fuerte participación de los padres. Garantizar la participación efectiva de los padres y las familias y apoyar una asociación entre la escuela y la comunidad para mejorar el rendimiento académico de los estudiantes a través de lo siguiente:

- Materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar sus logros, como alfabetización y uso de tecnología (incluida la educación sobre los daños de la piratería de derechos de autor), según corresponda, para fomentar la participación de los padres.
- Ayude a los padres de los niños participantes, según corresponda, a comprender temas como los siguientes:
    1. Los estándares de contenido académico del estado: STAAR y EOC
    2. Los estándares de rendimiento académico estudiantil del estado
    3. La evaluación académica estatal y local, incluidas evaluaciones alternativas.
    4. El requisito del Título 1, Parte A
    5. Cómo monitorear el progreso de su hijo
    6. Cómo trabajar con los educadores para mejorar los logros de sus hijos,
- Coordinar e integrar programas y actividades de participación de los padres con otros programas federales, estatales y locales, incluidos programas preescolares públicos, y

realizar otras actividades. Como centros de recursos para padres que alientan y apoyan a los padres a participar plenamente en la educación de sus hijos.

H. ACCESIBILIDAD

Jubilee Westwood brindará todas las oportunidades para la participación de padres y familiares (incluidos padres y familiares con dominio limitado del inglés padres y familiares con discapacidades, padres y familiares de niños migratorios), incluidos proporcionar información e informes escolares requeridos según la sección 1111 en un formato e idioma que los padres comprendan.

Oportunidades para la participación de padres y familias:

- Eventos para padres
- Conferencias de padres
- Feria del Libro Escolar
- Recaudación de fondos en el campus
- Aplicaciones de comunicación (Class Dojo, redes sociales, sitio web de la escuela, SchoolMessenger)
- Clubes universitarios
- Encuestas para padres
- Boletines
- Conferencias dirigidas por estudiantes

Adopción de la política de participación de padres y familias en el campus

La Política de participación de padres y familias en todo el campus se desarrolló conjuntamente y se acordó con los padres de niños que participan en programas del Título 1, Parte A, como lo demuestran las agendas y las hojas de registro.

Esta política fue aceptada por el Distrito Escolar Chárter Académico Jubilee y estará vigente durante el período 2026-2027. El campus del distrito distribuirá esta política a todos los padres de niños participantes del Título 1, Parte A al final del año escolar o antes.

Después de firmar a continuación, devuélvalo al maestro de salón de su hijo.

Política de padres y familias del distrito
Reconocimiento
He recibido una copia de la Política de participación de padres y familias de Jubilee Westwood/Jubilee School of Innovation and Arts 2026-2027.

Firma del padre:

Fecha:

Nombre del estudiante en letra de imprenta:

Grado:

Campus: Jubilee Westwood
Número de teléfono210-963-3930